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ABSTRACT

To determine if a state-supported program of educational cooperatives would be beneficial to New Mexico's small schools, a review of the literature from 1960 was conducted and questionnaires were sent to selected New Mexico educators, followed by interviews. Approaches to shared services used by Texas and New York were investigated through the literature. Twenty interviews were conducted; 15 were with superintendents of small New Mexico school districts and most of the rest were with state department of education personnel. Various kinds of shared activities between New Mexico's small schools have existed over time including special education, vocational education, Title IV-C, and purchasing. Many programs ceased because of the considerable distances involved. Respondents generally favored shared services cooperatives, but foresaw problems in supervising and administering both staffs and programs, and had reservations about the time spent and cost of travel between districts. Overall, small or isolated schools could improve their programs if New Mexico adopted a regional service center approach like that in Texas. New Mexico should fund or pay for all basic services needed by districts with less than 700 students. Consolidation should not be used, because it does not improve services; some restructuring might help, however. (BRR)

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A STUDY OF SHARED SERVICES IN NEW MEXICO SCHOOL DISTRICTS

AN ADVANCED RESEARCH PROJECT

Presented to the Graduate Faculty

Northern Arizona University

In Partial Fulfillment

of the Requirements for the Degree

Education Specialist

U.S. DEPARTMENT OF EDUCATION
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A STUDY OF SHARED SERVICES IN

NEW MEXICO SCHOOL DISTRICTS

This study surveyed educational cooperatives, the sharing of various educational services included personnel and materials between selected school districts in New Mexico. Also, included was a survey of the related literature on the shared services concept going back to 1960. A questionnaire and interviews were used to collect information from school officials about shared services. The interviews formed the main part of the study. There is a graphic display and an analysis based on the returned questionnaires.

Two approaches used by other states were investigated through the available literature. New York uses the intermediate district or Board of Cooperative Educational Services approach that crosses county and school district lines to share personnel, programs and equipment. Texas uses regional service centers, each covering several counties and multiple school districts to provide a wide range of services: audiovisual to vocational. Each service center district in Texas covers approximately 50,000 students.

Based on the literature and the existing need, as determined by the survey of cooperative shared services, a proposal was made that the state of New Mexico go to a regional service center approach with full funding. This approach has been debated by the State Department of Education for a number of years. A list of possible

shared services was drawn up based on the perception of need by school officials covered in the survey. This study looked to the future since models exist that would provide for state funding of needed services for students in small school districts.

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Chapter 1

INTRODUCTION

Small school districts cooperating together and sharing resources such as personnel and materials have had a long existence. Other states seem to have had more experience in sharing educational resources than we do in New Mexico.

The federal government has now impacted this area of education both by providing matching funds or grants for programs, and also by legally mandating services to certain classes of people such as the retarded and the handicapped.

Small school districts were trying to provide services by cooperative methods even before the advent of federal laws and money. Educational cooperatives have become increasingly important since both federal and state laws require that small districts provide a full range of services to their students. Cooperating with other adjacent districts may be one way of meeting those requirements.

Statement of the Problem

This study surveyed educational cooperatives, the sharing of various educational services between districts in New Mexico since 1960. This study was concerned about the availability of shared services between schools in New Mexico.

This study reviewed shared services beyond those mandated for the retarded and the handicapped. The final result should be a

list of a variety of cooperative programs that small school districts could utilize for the improvement of educational programs for all students. A model for the delivery of shared services will be proposed based on the research.

Purpose and Importance of the Study

Information about effective educational cooperative programs, especially those not funded nor mandated by the federal government, could help administrators of small school districts offer better and more varied programs to their students. Administrators always want to know who's doing it, and how successful has the program been. This study should help the administrator answer those questions about educational cooperatives.

Limitations of the Study

This study will not include information published before 1960. It will not survey the whole United States but it will survey selected districts in New Mexico. It will review programs of shared services in two states where provisions for shared services are allowed by law, in New York and in Texas. The idea in these two states is to make services that are available anywhere accessible to districts where they are needed.

This study did not investigate areas such as school consolidation, state finances, or shifts in population or declining school enrollment. However, these factors and their impact are in the background of the study.

Definition of Terms Used

Specialized terms used by the federal and state governments will be defined in the study.

Summary

Educational cooperatives are a vital part of education and can be helpful in improving educational programs in the small districts. This study will focus on recent efforts in this area, since 1960, and on how cooperative education can be utilized to benefit small school districts.

Methodology of the Study

An instrument was devised to survey the status of shared services in New Mexico. A questionnaire was used to determine what shared services existed, why the districts had not formed service cooperatives before, what effect changes in administration would have on shared programs, what types of resources were being shared, how the superintendents perceived open or closed style affected the operation of shared services, how the structure of the program could differ if it could be restructured, and any other areas of unfulfilled needs that could be met by the shared services approach.

Interviews with superintendents were held to obtain additional information and responses that would not appear on the questionnaire. Impressions and information about the communities, school districts, personalities and philosophies were obtained by the interviews and are summarized and presented in the study.

Definitions of the Terms

Some terms appear again and again in this study and also in the literature on small school/rural education. The terms are defined as follows:

(1) Consortium: An association or union of school districts agreeing on a formal basis to share personnel, programs, equipment, etc., and to achieve educational goals.

(2) Shared Services: An agreement between districts on a formal or informal basis to share personnel, programs, and equipment to provide needed services to students. There are often ancillary services such as a diagnostician for Special Education; however, districts can and do go beyond basic services.

(3) Teacher Centers: A focal point that collects and disperses materials and services based on the needs of the teachers in certain areas. The center may cross over school district lines.

(4) Rural: Schools that are in a non-metropolitan area. Those under 300 student enrollment, and the concept can include school districts that must contract for ancillary or specialized resources because of their size, location or difficulty in obtaining service personnel.

(5) Educational Cooperative: When districts agree to share specialized personnel, equipment or programs.

(6) Cooperative Educational Services, (C.E.S.) is an abbreviation of Cooperative Educational Services of Northeastern New Mexico, an affiliate of the Southwest Research Associates, a private educational

services company located in Albuquerque, New Mexico. Dr. Max Luft is the director of the S.R.A. and C.E.S. The five educational areas where services are provided are: Special Education, in-service, computer services, grant proposals and general educational consulting.

(7) Regional Services Centers: A formal educational services organization, usually state sponsored, covering several counties and multiple school districts which provides a range of services such as: audiovisual, curriculum, ancillary services in Special Education, vocational, in-service, computer, etc., which school districts on their own would not ordinarily provide or utilize to that degree. The state usually funds or makes the necessary funding arrangements for service centers, since they cannot be self supporting in the educational services areas.

(8) Board of Cooperative Educational Services (B.O.C.E.S.) or an intermediate district approach that crosses county lines and school district lines to provide shared services by sharing personnel, programs and equipment. The sharing may range from three or four schools sharing a music teacher to a dozen districts sharing a dentist or audiologist.

(9) New Mexico Research and Study Council (N.M.R.S.C.) based in the College of Education at the University of New Mexico in Albuquerque is an educational consortium, with a paid membership, that buys materials and supplies cooperatively and at the present represents fifty-nine school districts and institutions both public and private. Dr. Richard Tonigan is the executive director.

(10) Public School Finance Division, Department of Finance and Administration, Santa Fe is tied directly to the governor's office in New Mexico as two thirds or more of the budget is expended on education.

(11) New Mexico State Department of Education, Santa Fe, New Mexico is the policy making unit through the State Board of Education. Also, the State Department of Education does the school assessments and evaluations for the state. There is a division between finances and policy formulations and compliance in New Mexico's system of education.

(12) ERIC/CRESS: is the Clearinghouse on Rural Education and Small Schools located at New Mexico State University, Las Cruces, New Mexico. Dr. Everett D. Edington is the director of ERIC/CRESS which is a collection center for information on rural small schools.

Chapter 2

REVIEW OF THE LITERATURE

Two ERIC searches, Educational Resources Information Center, one in 1980, and the other in 1981, were utilized. These searches proved most helpful on finding published materials on shared services between small school districts. Other sources were journal articles, monographs, and a book by Jonathan P. Sher, Education in Rural America, provided a background though its models are based on New England and the Midwest schools. A publication of the New Mexico Research and Study Council, Small Schools' Bibliography, listed many books, articles and other sources about education in a small school setting. Two trips were made to CRESS, Clearinghouse on Rural Education and Small Schools, located at New Mexico State University in Las Cruces and much helpful information was obtained from their ERIC system clearinghouse. The State Department of Education in Santa Fe proved to be a good source of information. The writer attended a seminar conducted by Dr. Ignacio Cordova at the University of New Mexico on Rural Education to obtain background information.

Some of the more pertinent articles present information about programs of shared services, such as the B.O.C.E.S. approach in New York, and the Regional Education Service Centers approach used in Texas. Also reviewed were past attempts to improve educational programs such as Rural Renaissance and current attempts to motivate teachers through teacher centers.

The importance of school size is covered, and of course, the impact of costs cannot be ignored. Since it is always in the background of this study, costs must be considered in any attempt to improve and revitalize education in rural and small school districts.

Only two counties are considered suburan areas, a density of 500 people per square mile, in New Mexico: Bernalillo which includes the city of Albuquerque, and Doña Ana which includes the city of Las Cruces. All others, except for four or five small cities are essentially rural or semi-rural even when adjacent to a small city.

Bernalillo has one school system which includes Corrales and Rio Rancho: both are in Sandoval County and a part of the Albuquerque Public Schools rather than in the Bernalillo Public Schools System which is in Sandoval County. The town of Bernalillo is the county seat for Sandoval County.

Summaries of Studies

In "Small Rural Schools can have an Adequate Curriculum" the author points out that cooperation between schools, shared services, greater use of visual aids including television, mobile facilities, and even more the use of inventiveness can help close the gap in the curriculum (4).

In 1967, the Texas Legislature broadened usage of an earlier law establishing a system of regional media centers to include establishing Regional Education Service Centers and now there are twenty-seven service centers serving the state (7).

The centers are partnership affairs, a part of the local school system, having no regulatory or taxing authority, and participation by the local district is voluntary. Each service center was to serve about 50,000 students, but there are three in West Texas that are not that large. The centers are under the State Board of Education and are a political subdivision of the State of Texas. Each center has a seven member board of directors who are elected by the trustees of the participating school districts. Board members are lay citizens and cannot be school board members of the participating districts. One of the chief functions of the board is to have an executive director who must be appointed by the Commissioner of Education.

The center board functions essentially as a local district board. Since they cannot tax, the center is dependent on state appropriations for special projects, programs, and service fees for their operational funds. The state does support media services, data processing services, special education, bilingual education, gifted and talented education, and the school bus driver training program. The law requires a self study every five years plus an evaluation by an outside panel of experts. Also the Texas Education Agency conducts a management and service audit. The most valid evaluation may be the degree to which local districts participate in the centers' offerings. Accountability of the service centers is to the district and to the centers' board of directors.

Offerings common to all twenty centers are: media, data processing, planning and evaluation, accreditation assistance,

special education assistance, bus driver training, assistance with gifted and talented, and basic skills improvement. Other services can be provided depending on local need. Programs and services of each region are developed through needs assessments, data funding possibilities and the centers' goals.

The legislature in Texas provides .6 of the personnel unit to each district that has fewer than 1,000 students to help them meet the accreditation standards. The service centers were given the responsibility of planning and management for these programs on accreditation.

In Texas, districts with fewer than 3,000 students are asked to enter into an agreement with other districts so as to provide a minimum base for the provision of special education services. This ensures a cost effective way of providing special services with a diagnostician and the service centers serve as a fiscal manager in the arrangement.

So far, Texas seems to be successful in using this approach to providing needed services to small, rural and isolated districts.

In 1961, the United States Department of Health, Education and Welfare published Rural Renaissance/Revitalizing Small High Schools and the Office of Education's study was based on contributions from personnel connected with the Catskill Project, The Rocky Mountain Area Project, The Midwest Program on Airborne Television Instruction, The Educational Facilities Laboratories, Inc., and the Ford Foundation. Some twenty years later it is interesting historically

to see that the shared services approach is still viable and that such innovations as teaching machines have turned into computer math and that Airborne Television instruction was supplanted by instruction from a satellite which, in turn, disappeared because of the cost of financing this approach to education (2). There was much use of filmed lessons in the science area of Physics and Chemistry during the 1960's to supplement the regular classroom instruction. The school entry into the electronic era by the use of audio tapes in language laboratories in hundreds of schools was brought about by the passage of the National Defense Education Act which supplied money and the impetus to utilize this technological and instructional innovation. When their use became a national education priority, and there was the introduction of needed federal money, the break through in this particular area came about within a few years. This reduced the time lag considerably between the development of something new and its eventual acceptance and general use by the schools. The intervention of the federal government and the use of federal government money cut the time lag dramatically.

The electronic data bank of the era was like a juke box with eight sets of earphones with the students only able to listen to the same selection at one time. Today improved electronic circuity has resulted in more flexibility, more individuality, a wider range of programs available, and a great reduction in physical size of the electonic equipment itself. The schools were rapidly going from the use of the slide rule and the old mechanical calculator to the new

micro chip pocket calculator in a period of the last ten or twelve years. In the 1960's automatic data processing machines were considered feasible for school systems of over 1,000 students. Today while cost factors are sill present computers come in all sizes and price ranges and even the smallest schools can utilize data processing in some form,even if it is through hand or a small desk size calculator.

In the 1960's the concept of flexible scheduling based on modules came and had gone into disfavor by the early 1970's. Teacher Assistants, or Teacher Aides, were a big innovation in this era, and today they have achieved wide acceptance and utilization with the idea being to make better use of the teacher's planning time for the improvement of instruction by letting others do routine tasks. During the 1960's the big discussion was over whether aides should be paid. In the Catskill project they utilized paid aides and achieved wide public acceptance for this innovation in this instructional area after pioneering the concept for three years.

Other approaches to improving instruction touched upon were out-of-school seminars, team teaching, correspondence courses, the use of learning labs at teacher training institutions in conjunction with nearby public and private schools, and in-service or retraining for teachers. All these developments held promise to improve instruction for the students in small schools in the 1960's, and some of the innovations have become a part of the educational scene; while others have totally disappeared,and some others such as computers are

still with us in a new and improved electronic design. However, the basic problems of meeting the instructional needs of the students in the small school districts goes on because of the need for specialized personnel and the costs of meeting those needs. It is of interest to note that the authors of Rural Renaissance considered their findings and suggestions of research as "neutral" and in no way constituting "outside dominance" (quotes by author); but as a compendium of suggestions which might have application in a local situation.

The Catskill Area Project in small school design in New York was financed by grants from the fund for the Advancement of Education with its purpose to search for theories and techniques that would improve the quality of education in rural schools. There are 27 schools in three counties in the area of New York in the upper Catskill Mountain Region. The schools were centralized and consolidated kindergarten through high school, and their enrollment varied from 250 to 1,100 pupils. The administrator of the local autonomous central school district was called a supervising principal and the district superintendent was responsible for the work of the supervisory district, which included a group of local districts, and he was also executive officer of the Board of Cooperative Educational Services (B.O.C.E.S.). Legally it is termed as an intermediate school district (1).

In the Catskill Project there were seven cooperative boards (B.O.C.E.S.) which set up the shared services policies for the local districts which they reported, with the help of the principal and

district superintendent and the laymen on the cooperative boards. They figured out how to get services to the pupils within a radius of twenty five or so miles enabling the pupils to receive the most benefits from the shared services program.

The Catskill Project became well known and the shared services concept was the core of the attempt to meet the needs of the pupils in small schools. However, over the years, it became obvious that some of the small isolated school districts had problems that, even by the B.O.C.E.S. approach, were not being met. This has led to further studies and suggestions for new policies to help alleviate the problems of meeting the instructional needs of the pupils.

New York legally authorized in 1948 Boards of Cooperative Educational Service (B.O.C.E.S.) with some cooperative boards starting in the 1950's and by 1961 some 60 co-ops had been established and were sharing services. Out of 679 school districts in New York 327 are designated as rural with 274 designated as small (10).

In the decade of the 1970's there were a few mergers and it was obvious that further consolidation was neither advantageous nor acceptable to the people of New York. In 1979 with the Council on Rural Education providing leadership, some 200 rural districts organized the Rural School Program (R.S.P.) to compare experiences, compile data, and take recommendations and positions to legislators and policy makers in the state. Over time the B.O.C.E.S. services provided had narrowed down to mostly special education and vocational services for the small isolated schools. The state financing had

because they lack sufficient numbers to manage efficiently. Regulations are often rigid which makes their implementation harder for the small school district. It now appears because of difficulties caused by isolation and size that small districts are unable to utilize intermediate school district (B.O.C.E.S.) resources in special education as fully and as effectively as do the larger districts.

Services fall into two broad groups: (1) services needed regularly by a few pupils in the local school districts; (2) services needed at wide intervals. For example, in a small school there may be only a few pupils in art and music class and they can be served by a circuit teacher. The special needs of talented pupils as well as handicapped students could be met through a circuit teacher traveling from district to district.

The highly specialized service of a dental technician may be needed at wide intervals and service can be provided to the pupils in many schools. Shared services between the districts ran the gamut from psychological and guidance, to art, music, driver education, industrial arts, agriculture, physical education, nurse, audiometer technician, foreign languages, visual aids, and speech correction. Once started, the person most responsible for making shared services work on the local school level was the supervising principal.

Decisions on a given service and how it was to be provided were made on a local level. Which services are most needed and the costs are the determining factors. If the services could not be

been insufficient for the needs, programs, and transportation in small districts.

The Rural School Program (R.S.P.) identified five main areas of need: sparsity, B.O.C.E.S. aid programs, transportation, education for the handicapped, and equalization and assessment. The small rural districts are more isolated and their small size means more expense proportionally for transportation, utilities and for intermediate (B.O.C.E.S.) services than larger districts. Their isolation and smallness creates problems in employment, training and holding a competent staff. The state aids B.O.C.E.S. participants for a proportion of their cost and the local contribution varies directly with district wealth. Operational restrictions have reduced B.O.C.E.S. services and state aid has dropped to a current 39% level. Small districts have encountered declining enrollments, newer mandates, a narrow range of B.O.C.E.S. programs and a difficulty in implementing new programs.

In New York, small districts spend about six percent of their budget on transportation which is a significantly greater proportion than in more populous districts. The current state aid policies provide aid at a higher level for contracted bus services than for district fleets which is a common practice in isolated rural districts.

Small districts then have less money to spend on instruction and other services. Specialized staff and resources for educating the handicapped are harder to recruit to isolated areas. Small districts also experience higher cost in educating the handicapped

provided within the community, then the supervisory or intermediate district comes into the picture,and studies the needs and schedules of several nearby schools to see what will fit together to provide the needed services. After the cooperative board has determined what services are needed the next thing they do is to prove to the State Department of Education officials that the proposed programs are sound so that state aid will become available.

In equalization and assessment the state aid received is related to the relative property wealth of the district. The rapid rise in an assessed value of property in rural areas is due mainly to speculation and urban interest in rural property, which has created fiscal problems for many school districts. They are caught between rapidly rising property values, lower state aid, and yet they remain at lower levels of personal income, all the while receiving less state aid for the school district.

The small school district has the handicap of small scale, sparsity, and isolation over which school officials and taxpayers have little choice. The state has the obligation in policy making to prevent the costs from being shifted to the local taxpayers, in poor districts, or the cost being shifted to the students in terms of reduced educational offerings.

Very few small districts are wealthy in New York, so the districts out of necessity must shift the cost to some degree to the students and local taxpayers.

In a recent issue of The Rural Educator the authors discuss "Teacher Centers" as an open education model with teachers doing their own diagnosing of needs and planning professional development and so freeing themselves to an extent from strictly prescribed university course work. Some state departments have accepted credit for center workshops or legitimate professional development and for continued state certification for participating teachers (5).

Teachers in rural isolated areas have not had ready access to professional development nor have they benefited much from the new trend toward teacher centers for professional growth. The authors feel that the teacher centers concept can be adopted to give rural teachers the help they need and want in maintaining optimal growth for themselves and their students.

A consortium of two or more districts is proposed with each district having its own materials center and nearby space for conducting workshops with a circuit riding consultant preferably hired by the teachers, organizing and giving workshops, bringing in new ideas and materials to be demonstrated and loaned to the districts. The consultant is the communication bridge between the teachers, the community, commercial material, and curriculum developers, and institutions of higher learning. The consultants see that the gaps are kept narrow between these elements, and they need to keep the growth process alive and consonant with the needs of the districts in the consortium. Each rural teacher center would have a laboratory

where teachers could work on a one-to-one basis and experiment with learning materials, environments, and teacher strategies.

The teacher centers or a consortium of rural school districts with on-going staff development would allow teacher education to work towards experience-based outreach programs. The challenge would be to develop course work that is needed, wanted and requested by teachers in a rural setting and then to develop delivery systems.

In 1977-78 the United States Office of Education allotted some funds to each state's Office of Education for the development of teacher centers. Dissemination of this information could be a task of teacher educators and also getting teachers from rural school districts to conduct the teacher center consortium model. If and when consortiums are organized they can be helped in preparing proposals for the start-up models. Teacher educators act as facilitators, not as directors, but the basic commitment, planning and direction come from the rural teacher.

Teacher educators supply expertise and theoretical knowledge, but teachers need to determine the direction or the policy. Teacher educators who believe in self-directed,self-imposed, learner-responsible behavior will not be threatened by local governance of the teacher centers. This relationship may serve as a model for cooperative learner-directed schooling at all levels and it will provide opportunities and prospects for some profound school improvements. Teacher educators can enjoy having an increased potential for improving professional development of rural educators who have so long been isolated and forgotten by much of the mainstream of American education.

By working with the rural teachers or co-professionals and by individualizing and personalizing their help they will be welcomed as colleagues in the personal and professional struggle for better schooling for rural students.

William Fox looked at more than thirty studies on the size of school districts and the cost of education (3). His conclusions in three areas were: that elementary education may experience economies for relatively small population units with a range of 300-600 pupils, secondary education may experience economies into the 1,400 to 1,800 pupil range, and that school districts administration will exhibit economies over a greater pupil range. Other factors besides size also need to be considered on an individual case base such as breadth of curriculum and transportation requirements, cost of new buildings, all having cost factors. Also, findings suggest that sparseley populated areas are less likely to gain from consolidation than more densely populated areas. Research into cost efficiencies as related to school size is continuing.

Parks and Sher in Imaginary Gardens? Real Problem emphasize that where a child's lives affects the kind of education appropriate to their needs and that more than two thirds of the school districts are outside of recognized metropolitan areas (6). There are more children in non-metropolitan schools than in central city schools. Also, there exists conflicting definitions of the term rural. This causes problems in collecting information and also in obtaining comparable information since different government agencies use

different definitions and data basis. We do know that, the rural or non-metrololitan schools, this sector contains one third of the nations' students, one half of the nations' schools, and two thirds of the nations' school districts. Standardization of the collection of information has become necessary and rural schools should not be rendered invisible or "imaginary".

Sher and Tompkins point out in "The Myths of Rural School and District Consolidation," that there is no strong empirical base to support assumptions and assertions of the consolidations' advocates (9). Performance outcomes are hard to measure and even harder to agree on. Consolidators felt that children scored higher on achievement tests and that a broad high school curriculum better prepared students for college, if they attended large consolidated schools. If these assertions were true, and the evidence is not conclusive, not everyone agrees that these are the most important performance outcomes of education. Research focused on inputs: more buildings, teachers, equipment, broader curriculum and did not try to measure and compare educational outcomes. Three things to consider are: (1) small schools deserve more attention, (2) alternatives to consolidation should be seriously considered such as the use of regional programs, etc., and (3) research done to demonstrate the value of proposed reforms needed to be carefully and critically examined.

Consolidation did not stop tax increases or the rise in per pupil costs, and people also did not generally get a better life chance for their children. Consolidation was considered a panacea and it was mythical as elsewhere in society.

There has been a reversal, since 1970, of the old rural to urban migration which went on for many decades. The most recent data from 1970-1977 from the United States Department of Commerce is that the population in non-metropolitan areas grew 9.3 percent compared to 5.3 percent in metropolitan areas. There will be accompanying social, economic, political, and educational dimensions in the growth and population shift to non-metropolitan areas. Ross and Green in "Impacts of the Rural Turnaround on Rural Education," indicate that there are both economic and non-economic factors under the new migration principally to the Sunbelt and to the Southwest area (8). Until recently the extractive industry was expanding, industry was decentralizing to small towns, and others moved to small towns to enhance the quality of life and for improved social amenities of rural life. The new migrants are younger and better educated and have different values and attitudes towards education. The impact on education can have positive aspects because of the increased revenues to improve the scope and the quality of programs and staff. Some population experts believe that the population trend to the country will continue.

There can be positive results if planning and organizing can result in a pro-education group backed by the community leaders, professional and laymen groups, chamber of commerce, parents and other interested people. Some negative things can be a strain on existing school facilities: paperwork overload, rise in social problems and negative attitudes can hurt school finances. Growth can be both positive and negative. Effective planning and a willingness

to adapt are necessary to develop appropriate policies and meet the challenges of growth and change.

A recent study by Doug Swift for the Public School Finance Division, found New Mexico had nineteen districts with under 300 ADM (Average Daily Membership) and all but two or three of the small districts expected enrollments to continue to decline. He found that none of the districts offered a complete high school program with full-certified and properly endorsed staff as defined in the New Mexico Educational Standards (11). Program offerings in science, mathematics, foreign language, art, fine arts, and vocational education varied from districts with no offerings in their areas to other districts offering several levels of the specific subject areas. The physical education area was met and often over met. The information did not indicate if some of the districts offered the courses back to back. In the support services area four districts did not offer library services and ten of the nineteen provided no counseling services as such.

All the literature surveyed indicated the nature and extent of the problems small districts face in providing adequate educational programs and services to their students.

Sharing services in various areas could be one method to better meet the needs of the students of small school districts. The small districts overall face increasing demands for services and better educational programs. The districts are facing fluctuating enrollment which is, usually declining, and at the same time facing

continually increasing costs due to inflation. Also, they face increasing problems in recruiting and maintaining an adequately prepared and certified staff.

Chapter 3

PROCEDURES AND METHODOLOGY OF THE STUDY

The study surveyed shared services educational cooperatives that are presently used in several school districts in New Mexico, and will determine what services are being provided and what additional services are needed and could be provided by a shared services approach.

The study surveyed shared services beyond those mandated by law for the Handicapped and Special Education students to determine what additional services are needed and if they can be delivered by a shared services approach. The purpose was to come up with a list of a variety of services that could be shared between districts and also a proposal about how an improved delivery system might be worked out.

The methodology was twofold: to interview superintendents and other high level administrators about shared services, and to use a questionnaire especially when interviews were short so as to elicit further information about shared services. This questionnaire was developed after several interviews with Dr. Max Luft, Director of Southwest Research Associates, and Cooperative Educational Services (C.E.S.) which is an affiliate of S.R.A., the parent company. Dr. Luft suggested that the author start out by surveying the members who were participating in the private shared services cooperative. However, it was decided that it would be best to survey both members and non-members and to develop two parallel forms of the questionnaire,

almost identical except for a few word changes. Since the wording has only slight differences it was felt that organizing it under topics or headings expressing the greatest needs and concerns would be possible, and that this approach would lend itself to a graphic presentation as well as a descriptive narrative about the data. This proved to be the case.

The questions on the questionnaire were designed to be specific, but were open ended enough to elicit a wide range of information and suggestions about the present shared services situation. The questions were designed to gather information and suggestions about further needs, and also to allow the superintendents the opportunity to express concerns that went beyond the present shared services arrangements.

Their responses did fall into specific categories of needs, or concerns areas, which also did lend themselves to discussion by narrative and also to a graphic display of the areas of major concerns.

Chapter 4

FINDINGS

Interviews were usually arranged by long distance calls to the superintendents' offices to set up appointments. When appointments could not be made, letters were written asking that an appointment be scheduled for a discussion of shared services. Since distance and travel time were considerations as many as three appointments were scheduled on one day such as Logan, San Jon, and Grady and also the ones at Estancia, Mountainaire, and Corona. Later on the Raton and Maxwell appointments were done on the same day as well as those at Springer and Roy. Most of the others were done separately.

The author tried to interview the Superintendent of an adjacent district when he went to the interview at Jemez Springs. This proved to be impossible since he had moved his office. Later on, articles in The Albuquerque Journal and a recall of most of the school board showed that he possibly did not have the time or did not want an interview at that time about shared services in his district.

The interviews were conducted over a period of time and they are arranged chronologically. The writer came, full circle, by beginning and ending with interviews at the State Department of Education in Santa Fe, New Mexico.

It was felt that the greater the district was from Albuquerque the greater the likelihood would be that the district would enter into agreements with adjacent districts to provide needed services. This proved to be the case. Even though some of the districts did not belong to the Cooperative Education Services the district's needs were such that they had cooperative arrangements with nearby districts, to provide at least a minimum amount of mandated services for their students.

INTERVIEWS WITH EDUCATORS

Interview at the State Department of Education in Santa Fe

Albert Gomez, member of the Special Education Department of the State Department of Education, said that shared services are allowed between the school districts under the New Mexico statutes 22 - 13 - 08 and the districts can have an agreement letter on sharing services and personnel, equipment, etc.. The Public School Finance Act has language on school contracting, and it does not specify any particular service and it depends on the needs of the local school board. Federal law allows shared service cooperatives under P.L. 93 - 350 and P.L. 94 - 142 and also makes provisions for regional resource centers. Under Section 504 of Civil Rights of the Handicapped there are mandatory requirements for meeting the needs of the handicapped, but the law does not provide funds.

Interview at State Department of Education in Santa Fe

Tom Chastain, Special Education Division of the State Department of Education, said that much of the shared services concept is tied in with consolidation and remoteness factors. There are many workable models. The rights of the local communities must be considered and there also are financial problems in providing needed services.

Chastain feels that the tradition of local autonomy has prevented schools from fully utilizing a wide variety of methods to meet the needs of their students.

Mobile units are useful in vocational and health areas. The problem is how to maintain programs when monies are cut or disappear.

Interview at the State Department of Education in Santa Fe

Mike May, in the Secondary Education Division of the State Department of Education, mentioned the Rocky Mountain Satellite Project which beamed educational programs to remote areas such as: Penasco, Questa, and Wagon Mound. They had teachers' guides and other aids for the teachers and students.

Some superintendents had gone to Colorado to find out how they set up shared services before starting programs in New Mexico. The mood of the state legislature as well as of the country determines the trend toward saving rural education by encouraging local organizational initiatives and flexibility.

Interview at Estancia

In the interview with Stanley Newton, Superintendent at Estancia, he said that Moriarty, Mountainaire, and Estancia had

formed their own cooperative to share services with Moriarty being the fiscal agent. They had one teacher, two aides, and used a bus furnished by a grant received through the state.

Their cooperative provided therapy and diagnosis for special education students for the years 1973-1976. Also, there were two other programs; there was a cooperative curriculum development program for the three districts with each funding one-third of the cost and they hired a person to develop the curriculum and this lasted one and one-half years in 1973-79.

Also, they had an electronics program that was shared between Mountainaire and Estancia which was funded out of the operational budget and this program lasted four years between 1969-1974.

The Estancia district had contracted for a diagnostician's service but this was not a cooperative venture. Through the Cooperative Educational Services, the district was able to pick up the ancillary services they needed.

Estancia provided Special Education service to a student from Encino, which Encino, being too small, could not provide. The student was transported by bus three days a week to Estancia and on the other two days an aide instructed him.

Mr. Newton felt that it was basically good that the three districts were close together, and that they could form a cooperative to share services.

There were problems of organization and structure such as each school district had their own daily schedule which does not always mesh with the neighboring districts, but these problems can be worked around if they feel the need and receive the resources to implement the program.

Interview at Mountainaire

In the interview with Mr. James Brown, Superintendent of Mountainaire, who did not return the questionnaire, he said that the schools had tried to share personnel before; however, because of distance and travel time the program could not be kept going. One of the major problems with Cooperative Educational Services is that they spend four hours traveling and the school districts which utilized the service have to pay for the travel. They only utilize C.E.S. for the diagnostician, speech therapist, and the physical and occupational therapist. They go a minimum of one day a week to the districts.

Mountainaire did share a curriculum coordinator with neighboring districts, and in early 1970's was a member of the Small School Consortium funded by the New Mexico State Department of Education for several years.

Mr. Brown would prefer that they leave the school district alone since when they cut federal funds, then they,"leave you hanging" because the people's expectations are too high. The district becomes dependent on federal programs since they are easy to start; moreover, when they stop, you have trouble with the extra personnel that were

hired. It is better to be dependent on local and state funds since they are more dependable and there is less paperwork. Also, with the pull-out programs, students miss out on regular instruction to attend the special programs. He felt that the parents had turned too much responsibility over to the schools and the schools should concentrate on basic education, but too often athletics are a "bugaboo" and have too much emphasis. A balance is needed, he feels; thus, the schools too often have settled for lower standards and mediocrity. All society has done this, and the parent's responsibility has lessened.

Things that disturb the educational process are court decisions and law suits, and the structure of society since education always lags behind five to ten years in meeting needs. Courts now say it is okay to use corporal punishment in schools, and he feels that society is too permissive. Society seems to run in cycles and schools are now going back to a more traditional approach.

Brown feels that money does not solve the school problem, but that philosophy is the key. It takes creativeness to solve problems, and one example that he gave was writing. Since students take objective tests, they do not write or go to the chalk board to practice writing. This can be reversed by the schools without spending additional money. Schools that bought all the audio visual equipment took the easy way out and have become too dependent on machines. Schools can even buy packaged courses of study and again this takes away from the individual's initiative. Learners and learning become

passive rather than active, and there is too much that is cut and dried in education, and this does not make for individual growth or involvement. Children cannot be motivated to learn until learning becomes important in the home, and then the child becomes motivated. Too often society is not interested in education, however, there is a new trend to break the old welfare cycle. We need to return pride and initiative to those people caught up in the welfare cycle. Brown felt standards could be higher for professional people which is more the idea of a European approach.

Parent advisory groups are required for federal programs, but have not been too successful because too often the people are incompetent and cannot be good advisors. One needs to get help in educational areas from those people who have the skills, and experience, and too often lay people do not.

Philosophy varies from community to community and optimism varies with the people and it is often tied in with economics.

In Mountainaire, the number of pupils has declined from 530 to 360 in thirteen years because of the changing economic conditions. Some areas of the state have gained students but the Estancia Valley area has lost enrollment.

One basically needs to offer programs that would help a variety of students even when the program only functions with five or six students.

One cannot get loan equipment such as back East,where industry will loan equipment and have trained people help the schools.

The cooperatives have been successful but there was a problem of getting the State Department of Education to accept it, but the legal problems with financing have now been worked out. Today one must have a diagnostician and a speech therapist for the Special Education students. However, the district cannot afford these people for one day a week except through a shared services cooperative.

The district had to start the programs and work out the details as it went along. He mentioned that people will sue, or threaten to sue the district about special services, and that this is another threat factor or incentive for the district to meet the needs for these services.

Interview at Corona

Neva Brown, one of the two women superintendents in the state, said travel time is such that the specialist could spend only one half day a week in the district. The district also pays the diagnostician per diem, travel, and $100 per child evaluated. Before C.E.S. they had contracted with a diagnostician from Las Cruces. Funds from Title I and Migrant Education had been cut to the point that there were only just enough funds left to keep up with the inflation rate. Ancillary services have mushroomed so much that perhaps they have grown too fast and need shoring up by better overall administration. Mrs. Brown hoped to get a grant to improve the fine arts program at Corona and plans to continue work on in-service and other ways of sharing personnel. In-service presents problems because big schools can do it by department, but a small school program must be for all the teachers.

Small schools have the expense but do not have the money for trained specialists. Trying to share people and cut costs is,"the only going thing", for small districts.

The school district does not have home economics anymore and even among four districts they cannot afford to hire a home economics teacher. They do not have the student enrollment to pay for one-fourth of a teacher even for nine weeks in order to have a home economics program. Funding in New Mexico is based on student enrollment.

They paid for driver education by getting a teacher on weekends from Encino to teach it at Corona, and this was paid for out of operations funds.

Teachers, unless they have local ties, do not stay and the district needs to have about a 50/50 career bound and place bound teachers. Career bound teachers stay about two to three years and then move on. Place bound teachers stay but have difficulties in being motivated and usually teach the same way year after year.

Enrollment has continued to decline, and twelve years ago it was 150, six years ago it was 135, and it is 117 with no prospects of improvement. Young married couples often do not have children or tend to have small families today.

In small towns there is a lot of administrator turnover and superintendents move since they are good for only so many fights. Everyone in a small town knows how to run the school. In a small school district the superintendent takes care of all maintenance,

which again is a burnout situation. A supportive school board is a must since one cannot be great at all things, and one has to seek staff help with school problems. She felt that the school board and the community thought that a woman superintendent could not discipline the larger boys as effectively as a man. In small districts the superintendent is often the school principal.

The Title I program helped improve the reading scores and the program also helped in math. One has paper work with the proposals but positive results can be seen. Title I funds were 20 percent less than last year.

Funding formulas need some restructuring since some districts are so much richer than others, and the students will eventually repay in taxes what is spent on education. The big thing is to get costs and inflation under control. Legal aspects of contracting for work and services at schools can be a problem and state regulations must be adhered to as well. The Federal Government says services must be provided for Special Education and the handicapped even if there is only one student to be serviced.

Research was done on the four day week and the community supported it a few years ago. The problem is what will the students do with the extra day. Prices will continue to rise and the need to control costs will be a continuing struggle.

The problem is to meet the needs of the students and to get the best out of them, to develop a winning attitude to solve the needs with help from the parents. We did get help from the community when a new piano was needed for the school auditorium. One tries a variety of things to get the community involved. One cannot please

everyone in the community, and it is difficult to try to do so at times. Sometimes it is good to let people cool off on school problems for awhile. One should not deal with problems from an emotional point of view.

The district has good communication with all the colleges and most graduates who go to college attend New Mexico State University at Las Cruces, New Mexico.

Interview at Jemez Springs

At Jemez Springs, Lidora Maestas, Superintendent, said that a Title IV C program was shared with adjacent districts of Cuba, Jemez Mountain, and Chama Valley. They took students to the University of Albuquerque for a concentrated art program. This was a federal program and a practicing artist was hired as a teacher. The program was expensive, tied up personnel, and except for the federal grant the districts could not afford it.

The Cooperative Educational Services people provided ancillary services and there is about one third of a person needed as an occupational therapist at the present time. The in-service part of C.E.S. is helpful and Jemez has been invited to attend workshops at Cuba and Bernalillo. The small number of teachers who would benefit from the in-service program is the problem. Sometimes only two or three teachers are interested in a specific workshop offered. One becomes aware of what the staff can do and also the limitations of the staff.

Jemez has been awarded grants in two areas: (1) energy and (2) outdoor recreation, and has participated in others. Jemez utilizes all services in the Special Education area. Also, there is a school psychologist who comes one day a week and has a regular load for the full day. The need for services is such that it takes four or five districts working together to provide needed services, and so far the benefits are such that no problems of school organization have gotten in the way. Good relationships exist so far as shared services are concerned.

They do see the need for shared services and the districts are involved and problems are subordinate to meeting the needs of the students.

Interview at Grants

At Grants, Howard Overby, Superintendent, felt that they would prefer to hire their own staff to provide services whenever possible. However, the cooperative has advantages since it is possible to purchase services such as a speech therapist, an occupational therapist,and a physical therapist that the district could not provide. The disadvantages are the communication problems, problems of coordination, and the cooperative personnel do not feel any allegiance to the school district that the regular staff would feel.

Grants has considered purchasing audiology equipment and allowing other small districts to use the equipment several days a week.

Distance makes it difficult to communicate and there is the tradition of autonomy, of putting your own district first, and the problem is working out an agreement to share personnel and/or other equipment. Only in the past year has the State Department of Education formally admitted the need to have cooperatives.

The Special Education law and requirements have districts over the barrel,and if parents are threatening law suits the districts then get into the cooperative approach.

Grants was conducting a community wide survey in the fine arts area to determine existing resources and project needed resouces in this area.

Overby feels that it is important not to feel threatened by the cooperative concept. Overby feels the state-wide policy statements could exist in many core areas without affecting local autonomy, and he feels good models exist in such areas as student handbooks, grievance procedures, and student discipline, etc..

What he would prefer is a cooperative that could function more independently and that would relieve him of details of supervision, communicating, hiring, and checking credentials; as it is presently doing in a more standard way, what Grants is practicing locally. Also, once cooperatives get larger they become more cumbersome. More structuring is necessary so as to take up less time. If the co-op did not provide needed services,the Grants district would not stay in the cooperative.

The more willing the district is to participate, the better the cooperative approach will work for the district's students. Other agencies besides the school could do surveys such as Public Law 504. There is more cooperation between city, county, state, and schools in such areas as health, rape, drug abuse, etc..

Interview at Logan

At Logan, Franklin McKay, Superintendent, shared services of Title IV C with Fort Sumner, San Jon, Grady, Texico, and House districts.

There is a sharing of diagnostician services out of Tucumcari with San Jon, House, Grady and Logan. Basic diagnostic services are being provided and Tucumcari is the fiscal agent.

Logan purchases school supplies out of Tucumcari mainly because of the shipping problems.

Mr. McKay would like to have a teacher do a visiting art program which would cover drama, pottery, story telling, etc.. He likes the old school assembly programs, but felt that a good art program would benefit all the students.

He mentioned that Cuba had tried a TV program on school buses on their long runs for three years using Federal Indian monies. They had educational programming and this was to supplement the acculturation process. Eastern University had a purchasing cooperative similar to the one at the New Mexico Research and Study Council at the University of New Mexico in Albuquerque.

Logan now has a full time music teacher and does not need to share with others in this area. It would be possible to share a librarian if the other districts agreed. The situation varies year to year, so it is not always feasible to have cooperatives with shared teachers.

Logan has a good economic base since CO_2 drilling is nearby and the area has Ute Dam and is a growing recreational area. They plan to raise Ute Dam 27 feet to provide more water for expansion of the irrigation district along the east side of New Mexico.

Interview at San Jon

At San Jon, George Kitchens, Superintendent, felt that the small districts could return to the old country superintendent approach and just have principals in the small towns such as: San Jon, Grady, Logan, etc..

San Jon has not had a foreign language teacher for three years, and he felt that this could be an area to share a teacher with other schools. The districts in Quay County share a diagnostician who comes out of Tucumcari. They also share a speech therapist for ancillary services in the Special Education area.

There are problems in certification of specialized personnel that while a speech therapist can certify in Texas or Wyoming, they cannot certify in New Mexico. The school now uses a county nurse as a visiting school nurse.

Eastern University at Portales does not provide much for the small school districts and their newsletter for the schools emphasizes the multi-cultural approach to education.

San Jon does its purchasing at Tucumcari which works satisfactorily. They do not have to wait and he feels that bidding does not lower the price,and the cost of the paper work must also be considered. The only advantage of bids is that it offers protection from fraud.

He felt that the state's auditing of the school districts purchasing was cumbersome and expensive, and he felt that spot audits would be better. Complete audits should be done only on change of administrations of the school district.

The district has new school buildings and a new gymnasium. The gym lighting and the outside lights are all sodium vapor which is a harsh yellow light,which cuts the cost of the electricity enough to make their use desirable, although the color is not eye pleasing. Trying to control costs was considered as a routine part of the job of a superintendent of a small school district.

Interview at Grady

At Grady, Jerry Smith, Superintendent, shares a speech therapist for two-tenths of a program and a diagnostician for four hours a week. These are the only ancillary services available. The State Department of Education approved spending up to $5000 a year on a diagnostician's services which is contracted through Tucumcari, and this is funded through the operational budget.

Three years before there was a "Share Project" which was a federal program and this was a Title IV C program which was shared between five districts. It was a good program; but the current shared services program is more satisfactory.

Mr. Fred Bennett, the diagnostician for the area, said that different superintendents have different expectations. This affects services since their attitude affects what they are going to get, and some will get more and others will get exactly what they pay for. The superintendent will get more out of the professionals when they want extra things done for their district if they treat them as human beings.

Advantages of the shared programs are primarily monetary since school districts often cannot afford them. If they do not need the services, they usually will not provide extra programs. Some services such as the diagnostician are utilized to the maximum. There is a one-half day Special Education program at Grady and a class with a 17 to 1 teacher ratio was their largest. There are four aides who are funded out of the Federal Migrant Program.

Distance and travel time involved is why there are not more shared services. Costs will cut out some programs and may eventually hurt the diagnostician.

The district commitment will probably be to do the minimum, to do no more than is required by law. Also, the commitment of the superintendent to some areas such as athletics will have an influence

on the total program. In the Grady area the priorities are on agriculture and athletics, and in other eastern counties of New Mexico the priorities are placed even more on athletics.

He said that the Clovis School District shares services with surrounding small schools especially in ancillary areas for Special Education.

Grady has gone to the four day school week, and while the day is longer, they have cut costs in other areas besides salaries. They cut costs about 20 percent in the cafeteria, 15 percent on heating and utilities, and about 20 percent less on transportation. The school day runs from 8:00 a.m. to 3:45 p.m. which exceeds the minimum hours required for the week.

Activities are on Friday which is on the day that school is out. Students have not lost academic ground according to the standard tests administered by the State Department of Education.

The School Board policies and attitudes as well as the policies and attitude of the superintendent will affect shared services, and other priorities such as agriculture, vocational areas, and athletics will have an effect on the overall educational program for all students in the school districts.

Interview at Maxwell

In interviewing James Steinepreis, Superintendent at Maxwell, he said that Colfax County districts had just organized to share services in Special Education areas. He had called the Cimarron

district about a student who needed speech therapy, and Cimarron had agreed to take him if Maxwell paid for the transportation.

Mr. Steinepreis mentioned that small schools are still afraid of consolidation with larger districts. He said that it was hard to get the school board to join the New Mexico Research and Study Council, and to get in on the bidding for supplies because of the pride in local autonomy.

Maxwell is on a group school insurance plan that includes all the school districts in Colfax County: Raton, Cimarron, Maxwell and Springer.

He said that for a small district the costs are the big thing, and they have to share services to get a speech therapist for their students. He thought that all the districts in the northern part of New Mexico should share in the cost of getting a computer.

Maxwell is tied to the Luna Vocational School at Las Vegas, New Mexico, and they have tried to get them to offer a course on mining since some of the residents work at coal mining in York Canyon.

Maxwell has been considering the four day week and even considered closing down in winter for a month to save on fuel cost.

Maxwell tried to share a driver education teacher with Raton; however, the plan fell through.

At present Maxwell hires a nurse one day a week from the Springer Hospital, but its nurse is not shared with other school districts.

Interview at Raton

In the interview with Russell Knudson, Superintendent at Raton, he said that there had been much discussion about the forming of shared services cooperatives to include Union and Colfax Counties, but the discussion had all fallen by the wayside. Raton does bidding for supplies with Des Moines and there were others but they have withdrawn.

Raton is a town of ten thousand people with mining being the main employer. Kaiser's Coal operation at York Canyon is the biggest employer. Also, the community has approved a twelve million dollar water project to pipe water in from the Cimarron River to solve the town's long standing water problem.

Raton does share a resource room teacher with the town of Springer. Also, there are problems in providing psychological services to the students needing them. There is a need for a physical therapist, occupational therapist, and a speech therapist to provide services in the district.

There is sharing going on in Titles I and IV, with a parochial school.

In the Headstart Program, Raton was the fiscal agent for Springer for about six years, but now they have separate programs.

Interview at Belen

Mary B. Sanchez, Superintendent at Belen, was one of the two women chief administrators in the state at the time of the interview.

In a ten minute interview Ms. Sanchez stated the savings offered were the main reason for Belen being in the cooperative and that they could not provide the services without the cooperative.

The questionnaire was completed and returned from Belen.

Interview at Bloomfield

The Bloomfield School District according to Bill Adams, Assistant Superintendent, has a cooperative in an advanced diesel mechanics course for about 55-60 students. They are bussed to Farmington to the San Juan Branch College for this special course, since Bloomfield could not find an instructor anywhere else. Bloomfield pays for the transportation and reimburses the college for the expenses.

There have been some cooperative programs in Special Education with adjacent districts,with Farmington being the fiscal agent. Bloomfield now has their own diagnostician, but the district would like to hire a part-time one.

Some children were bussed to Aztec for special vocational programs,but the program has ceased. There was too much dead head mileage,and by offering the programs in Bloomfield it was more efficient,and the number of students in the program increased.

There is a Northwest District Administrators Group which is supposed to meet twice a year, and a regional cooperative is possible if the area is kept small enough to include only San Juan County.

Bloomfield in terms of assessed valuation was the richest district of the districts surveyed. Natural gas production is the basis of wealth and the assessed valuation has continued to rise year after year. Bloomfield is one of about ten districts in the state that has the wealth to survive without state or federal aid.

Interview at Roy

Lewis Stratton, Superintendent at Roy, feels that the State Department of Education should provide service centers in regional areas such as Las Vegas, Las Cruces, and Farmington to provide ancillary services needed for small districts.

Mobile units that larger districts have in areas such as business, vocational, and health could be shared one day a week with small school districts.

Roy and nearby Mosquero have shared a music teacher in the past and also have shared an art teacher. Nothing is shared at the moment. If there was a TV program in art, then Roy could have an art program for their students.

The Title I program comes out of Las Vegas and the regional in-service workshops originate out of Highlands University at Las Vegas.

He mentioned that the State Department of Education can be helpful, and usually does help the small school districts since they want to see good school programs for the children.

When the high school at Roy burned a few years back the State Department of Education tried to get Roy and Mosquero, less than twenty miles away, to agree to build a consolidated high school midway

between the two towns, but to no avail. Local feuding still goes on though both districts have lost population and both could have benefitted from having better and more comprehensive school programs.

Interview at Springer

Fred Pompeo, Superintendent of Springer, feels that there could be more sharing except that the small districts are "afraid of being rolled up", and consolidated by larger districts.

Springer needed at the time of this interview a physical and an occupational therapist.

Springer shares in some areas with the Cimarron Schools because Joe Pompeo, his brother, is the superintendent there.

He did not like the way the ancillary services were set up with Cooperative Educational Services and dropped out and now shares with Cimarron.

He mentioned that the Raton school board refused to join the New Mexico Research and Study Council, and other districts would have joined, except Raton would not enter into the cooperative buying of supplies.

There is a superintendents' association for Colfax and Union counties that meets once a month. Some sharing of services is going on, but there could be more if the school boards could be persuaded to agree to do more sharing.

Interview at Carrizozo

James Miller, Superintendent at Carrizozo, found the universities helpful to small school districts especially New Mexico State, which has been helping rural areas in agricultural and vocational areas for a long time.

In 1980, the State Department of Education tried to set up an ancillary service for Special Education, but they did not work through the superintendents so the plan did not go over.

Miller mentioned that the personal style of the superintendent has a lot to do with whether other superintendents will be willing to enter a shared service cooperative or not. He feels that there will be more sharing of personnel and services over the next few years.

He had recently attended a federal conference held at Abilene, Texas, on rural and small schools shared services as set up on a regional cooperative basis which covers all of Texas.

Miller mentioned that four school districts in San Juan County shared in a secondary vocational program at the branch college in Farmington.

Interview at State Department of Education in Santa Fe

In interviewing Stanley Bourgeault, who is a Special Education Services Specialist, at the State Department of Education, he felt that at least 95 percent of the cost of providing special educational services were covered by provisions in the state plans. He felt that districts could be creative and that larger districts more so, since

they could come up with excess funds. He cited Silver City as an example of a district providing ancillary personnel and services to nearby districts on a contractual basis.

Many districts share one person such as a speech therapist. Tucumcari contracts services to other nearby districts. There are management problems and problems of absorbing costs. They can be problems of community perceptions and personality differences and these can become polarized and prevent sharing from taking place. The state's approach is to look at consortiums as a viable alternative to having a plan developed by the federal government.

All consortiums as well as managers of ancillary services are done on a contracted basis. The money is put directly into the school district and not into the consortium. The State Department of Education needs to get the state legislature to come up with a better formula to help the small districts that need to provide these services. The consortium approach is now about thirty years old and California had them and the districts often shared speech therapists. The big thing is to get support personnel necessary to make it work, and the state needs to provide on the average at least 75 percent or more of the necessary money.

The State Department of Education still talks about setting up regional service centers. The state legislature has to see the need and be willing to appropriate the money for the extra personnel so as to provide the services needed by the small or isolated

The state's economy had not been good so the legislature has not been willing to finance extra services.

SUMMARIES OF RESPONSES TO QUESTIONNAIRES AND GRAPHS

The ten questionnaires received were analyzed and summarized in both narrative and graphic form. The answer to the questionnaires were grouped by topic within an area. The areas of concern, their range and extent, were determined by the administrators' willingness to communicate through the written questionnaire. The writer felt that the inverviews were overall more informative. However, there were enough responses to the questionnaires returned to analyze and present them in graphic form.

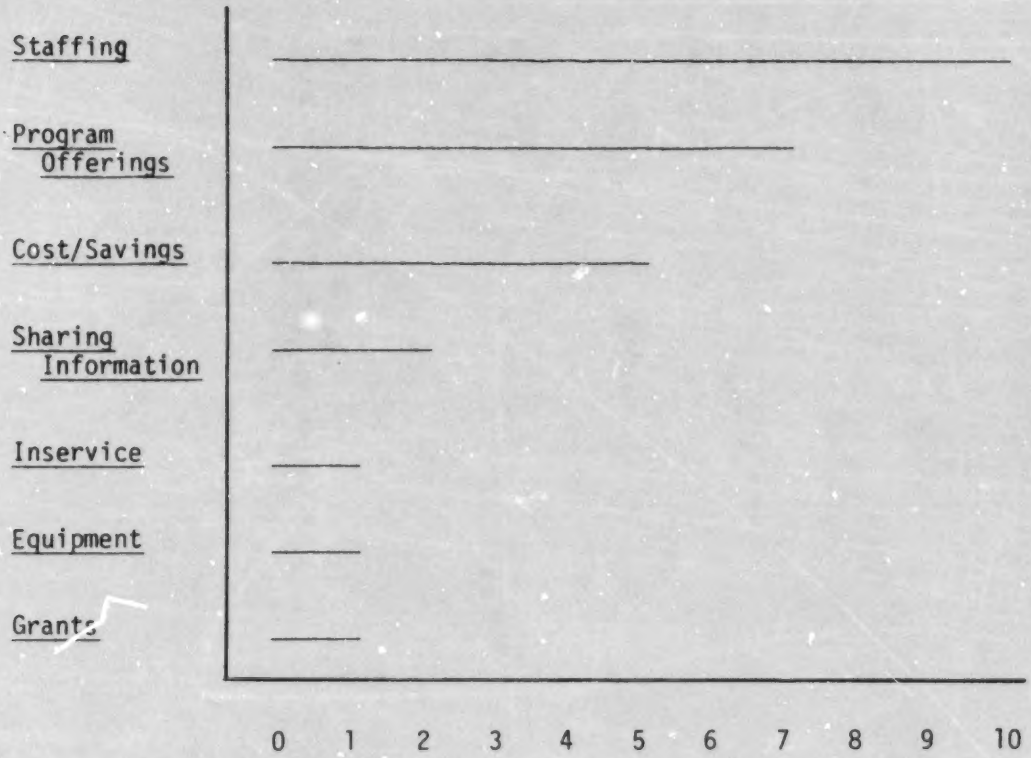
1.1. What are the (a) advantages and (b) the disadvantages of working through a cooperative?

What are the (a) advantages and (b) the disadvantages of working with other districts through a shared services program?

There were twenty seven responses on the ten questionnaires returned, and most responses could be grouped into concerns about staffing, program offerings and costs and savings possible with shared service programs.

Graph 1.1

Advantages of Working Through a Shared Services Cooperative



There were twenty-seven responses on the ten questionnaires returned, and most responses could be grouped into concerns about staffing, program offerings, and costs and savings possible with shared service programs. Other concerns mentioned were grants, inservice training, about sharing information, and improved support with other districts, and better use of equipment.

1.2

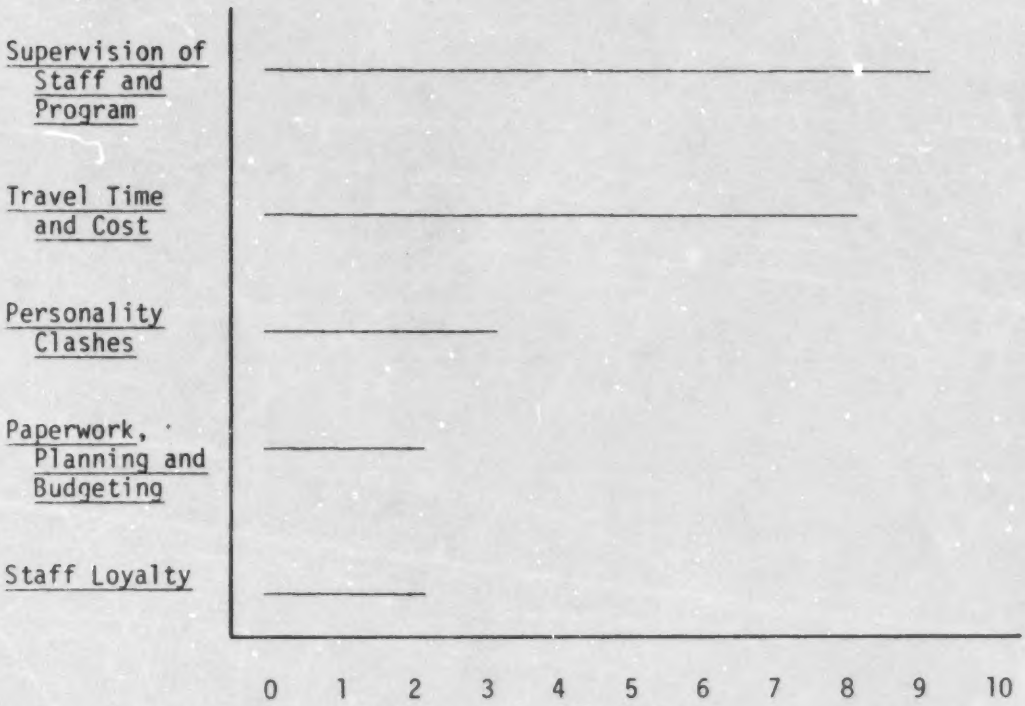
There were twenty four responses on the disadvantages of working through a shared services cooperative on the questionnaires returned.

Most of the concerns were about the supervision and administration of the staff and the program, and about the time and cost of travel between the districts.

There was less concern about personality clashes and with the paperwork necessary for planning and the budgeting of the cooperative.

Graph 1.2

Disadvantages of Working Through a Shared Services Cooperative


Supervision of Staff and Program
Travel Time and Cost
Personality Clashes
Paperwork, Planning and Budgeting
Staff Loyalty
0 1 2 3 4 5 6 7 8 9 10

There were twenty-four responses on the disadvantages of working through a shared services cooperative on the questionnaires returned.

Most of the concerns were about the supervision and administration of the staff and program, and about the time and cost of travel between districts.

There was less concern about personality clashes and with the paper work necessary for planning, and the budgeting of the cooperatives.

2.

Why have districts not formed this type of cooperative previously?

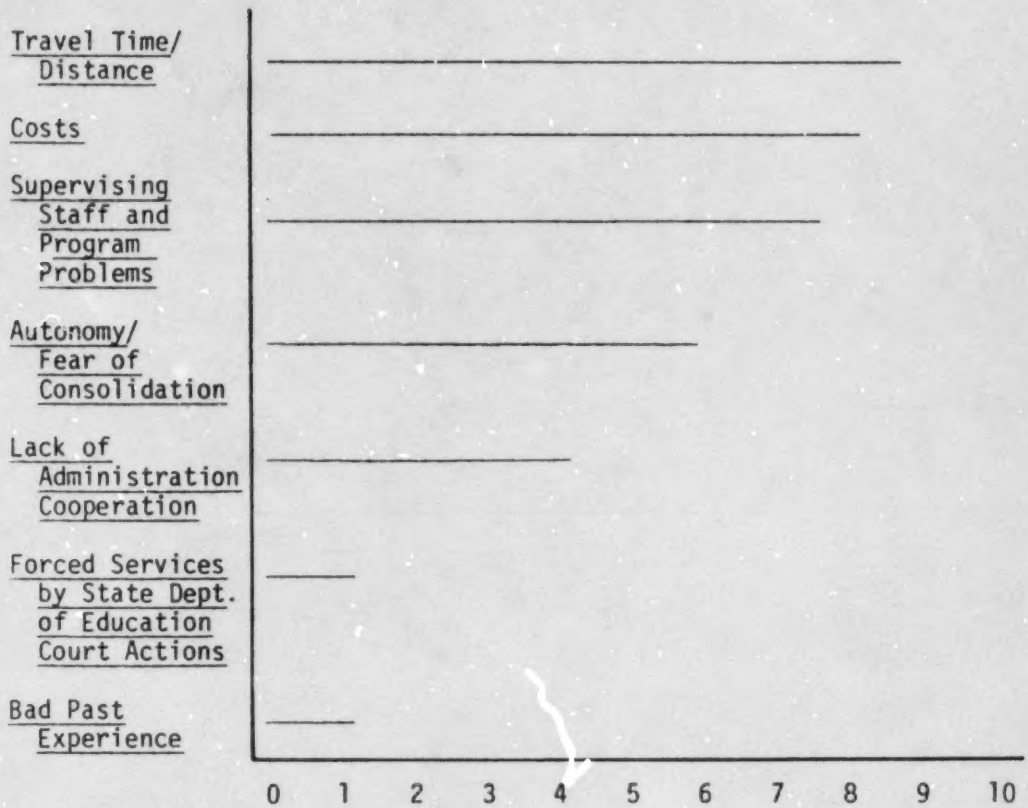
Why have districts not formed this type of shared services program previously?

There were twenty six responses on the questionnaire about why the districts had not formed shared services before. The fact that the State Department of Education and court actions had recently mandated ancillary services in some areas was mentioned once. Bad past experience with shared services was mentioned only once. Even the factor of travel and costs of the programs were mentioned only three times each.

Local autonomy issues were linked twice with the fear of consolidation rated highest on the responses. General supervision of planning and organizing involving the program and the staff were mentioned six times. Lack of administrative cooperation was mentioned four times.

Graph 2

Why Districts Have Not Formed This Type of Shared Services Program Previously


Travel Time/ Distance
Costs
Supervising Staff and Program Problems
Autonomy/ Fear of Consolidation
Lack of Administration Cooperation
Forced Services by State Dept. of Education Court Actions
Bad Past Experience
0 1 2 3 4 5 6 7 8 9 10

There were twenty-six responses on the questionnaire about why districts had not formed shared service before. Bad past experience was mentioned once and the fact that the State Department of Education and court actions had mandated services in some areas was mentioned once. Even the factor of travel and costs of the programs were mentioned only three times each.

Local autonomy issues linked twice with the fear of consolidation rated highest on the responses. General supervision of planning and organizing the program and staff was mentioned six times. Lack of administration cooperation was mentioned four times.

3.

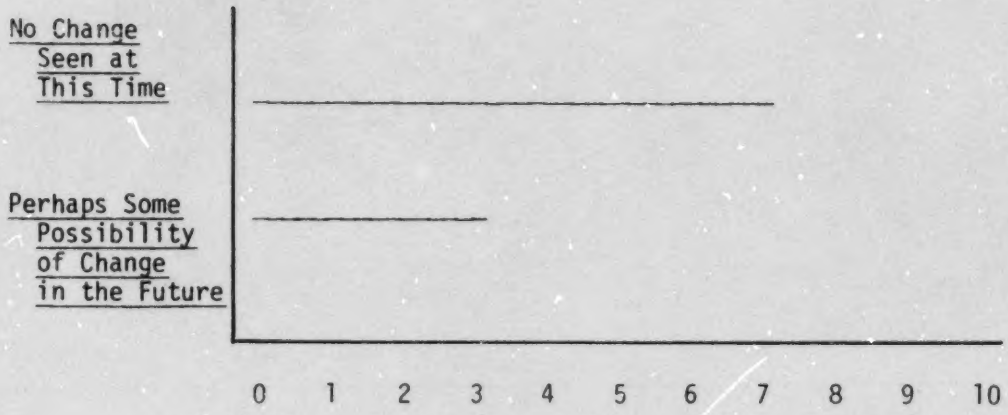
Do you anticipate a turnover of administrators at the district level that would have a detrimental effect on the cooperative? What will happen to the district commitment if there is such a turnover in the future?

Do you anticipate a turnover of administrators at the district level that would have a detrimental effect on the shared services program? What will happen to the district if there is a turnover in the future?

One administrator said that there had been three administrative changes and the district's commitment to sharing services had not changed. Another administrator said that any failure by his district and the school board, not to stay committed to the shared services would lead to a district certification problem. His district is so small that there is not any way that they can afford to have ancillary services without having a shared services program.

Graph 3

Do you Anticipate a Turnover in Administration ....
What Will Happen to the District Commitment
if There is a Turnover in the Future?



One administrator said that there had been three administrative changes and the district commitment to sharing services had not changed. Another administrator said that any failure by his district, the school board, not to stay committed to shared services would lead to a district certification problem. That district is so small that there is no way that they can afford to have ancillary services without having a shared services program.

4.

What type of services do you share both within and without the shared services program?

What type of services do you share both within and without the cooperative?

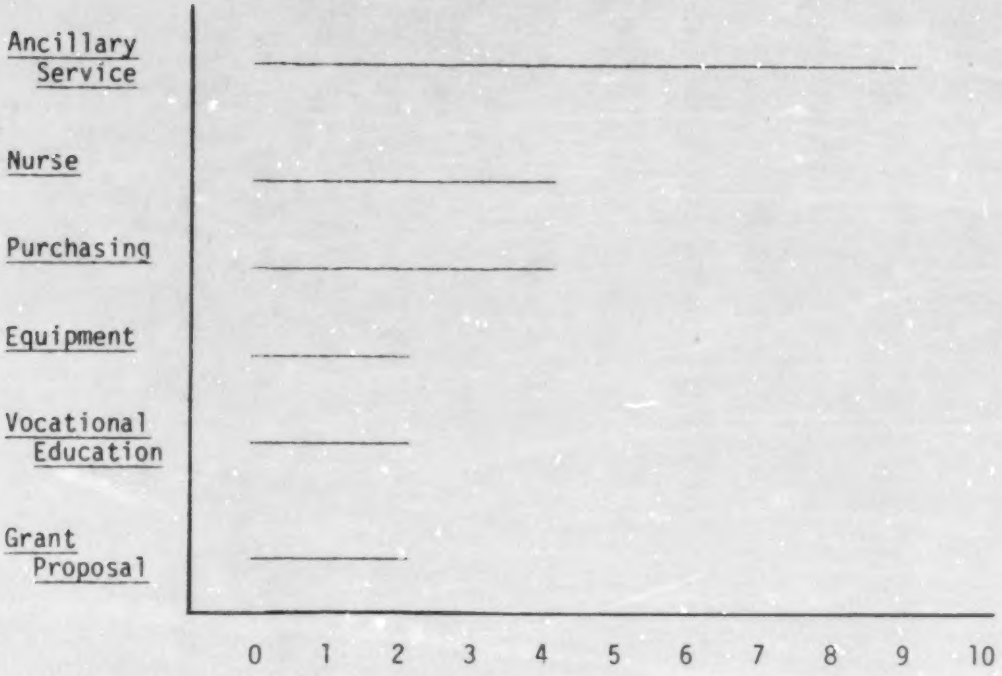
There were thirty responses to this question and sharing ancillary services in the Special Education area was the big thing with nine districts reporting sharing in this area.

In the Public Health area four districts shared a nurse with some other district or institution. In the area of supplies, books and purchasing, four districts shared with others. Equipment was shared between two districts. Grant proposals were shared between two districts. Vocational Education programs were shared by two districts.

There was a large scattering of other things shared that were mentioned only once: computers, guidance, inservice, energy, and alternative education programs.

Graph 4

What Type of Services do you Share Both Within and Without the Shared Services Program?



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5.

How has the perception by others of the superintendent's style - "open or closed" affected the operation of the cooperative?

How has the perception by others of the superintendent style - "open or closed" affected the operation of the shared services program?

However, from the interviews and the returned questionnaires, one can say that the "Don't knows or Can't answers" were overall as open and receptive as the answers were in the affirmative. For instance one of the superintendents of the Estancia Valley gave an "I don't know" response and yet he has been involved in many shared programs for over a decade. One must look at the behaviors of the superintendents over a period of time to see if they are actually open to sharing programs with other districts as a method of meeting student needs.

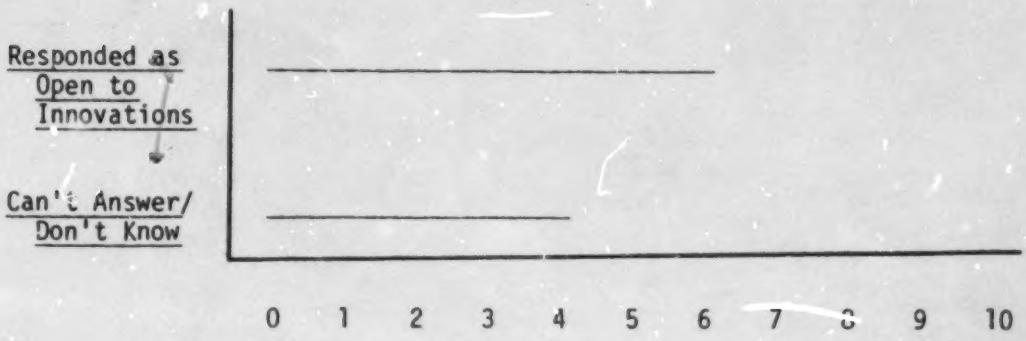
The fact that school boards and communities now recognize that student needs must be met and that in many cases because of location and cost the district has no choice and must involve itself in shared programs with adjacent districts.

They now have focused on sharing even when the verbal acknowledgements have not closed the gap between the acceptance and acknowledgement of the reality of the existing consortium. The needs and the pressures may be such that even the basically closed personality of a superintendent may be overcome by the demands for services by the school community. Superintendents know that they have to respond to the challenge and demands of their patrons, and this necessity can make for a change in programs, even when the open or closed personality approach of the superintendent has not been basically altered.

Superintendents hold office on an average of five years, and they know that they do not have much time to get programs in place, new personnel, new buildings, etc. Overall, the superintendents seem to be responding to challenges and the needs of their patrons. None in the interviews felt that they were closed but some are just more flexible and innovative than others in meeting educational challenges in an era of change.

Graph 5

How has Perception by Others of the Superintendent Style, "Open or Closed," Affected the Operation of the Shared Services Program?



The responses should not be taken at face value. One can say from the interviews that the, "Can't Answer or Don't Know," were as innovative as the others. One must consider the milieu they work in, and that they can not come out and tell the local people that the district is cooperative as closely as they are with adjacent districts.

The superintendent can not afford to be thought of as too flexible and cooperative with others, as that would probably be considered as a prelude to consolidation or to having a union high school, as the State Department of Education suggested for Roy and Mosquero and which both communities rejected. As one superintendent stated that the superintendent, if he is flexible, is the key figure in cooperative programs as long as he can see their advantages.

6.

How would the structure of the shared services program differ if you were able to restructure it?

How would the structure of the cooperative differ if you were able to restructure it?

Most of the superintendents seemed fairly well satisfied with the present shared services arrangements whether with personnel, supplies and equipment, grant proposals, inservice workshops, etc..

There were three superintendents who went beyond the, "It is working, so it's okay," approach and suggestions. One said that the Board of Cooperative Education Services approach in Colorado is a much more structured and extensive approach to shared services and usually included eight to ten school districts in each group.

Another superintendent felt that the shared services should get into the instruction areas: art, home economics, vocational, music, etc. They should not be concentrated so much around ancillary services.

Another superintendent felt that the Educational Service Cooperative programs should have a full time administrator and a secretary to direct activities by mail and phone and that all this should be paid for by the State Department of Education, especially since small school districts have difficulty in budgeting for shared services.

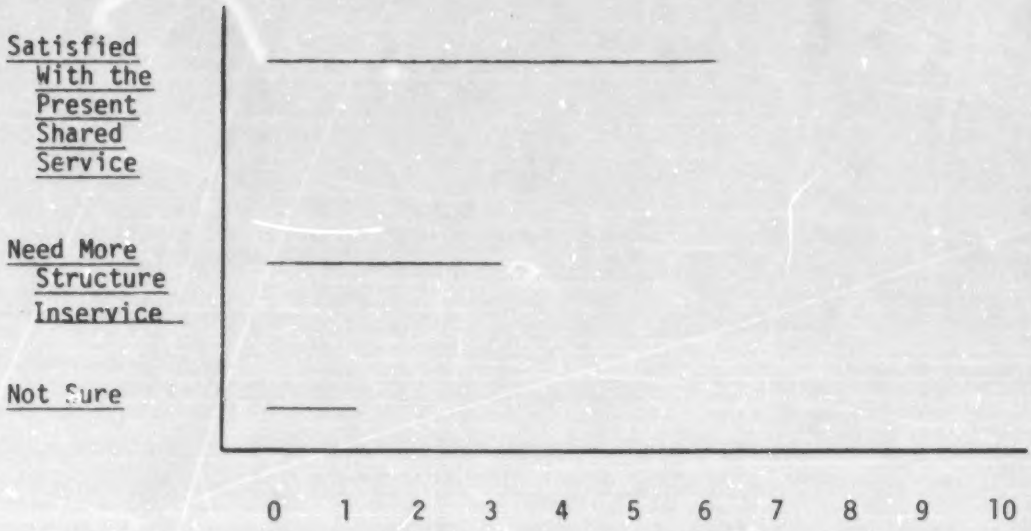
The present arrangements are working fairly satisfactorily, on mandated requirements, and the superintendents are generally satisfied.

However, shared services are minimal and just meeting the basic state and federal requirements will not provide the student the best possible background for living in the present or the future in a changing high-tech world.

Children need experience in the realm of the fine arts, as well as in good basic and vocational educational programs. Fine art programs are cheaper to start than vocational programs and all citizens need to have basic instruction in this area as much as in the other areas of education. The fine arts areas are easier to enjoy and to actively participate in later on in life, unlike academic areas that change constantly, such as science. Middle-aged men do not usually play football; however, they can attend concerts, music festivals, art shows, etc.. Schools have shifted some of the emphasis from traditional athletics to the development of skills and sports that can be utilized later such as bowling, golfing, swimming, etc.

Graph 6

How Would the Structure of the Shared Services Program Differ if You Were Able to Restructure it?



The three who went beyond, "It is Working so it is Okay," approach made suggestions. One advocated the Colorado B.O.C.E.S. approach of having 8 - 10 districts in a shared service consortium. One felt that the shared services should get much more into the instructional areas rather than to provide so many ancillary services. One felt that the C.E.S. program should have a full time administrator and a full time secretary, and that all expenses should be paid for by the state.

7.

What are some other great need areas that can be fulfilled by the cooperative approach?

What are some other great need areas that can be fulfilled by shared services approach?

There were twenty responses and improvements in the instructional area that were mentioned five times and included fine arts, vocational, foreign languages and the use of instructional television.

Three superintendents had no suggestions and most of them felt that the district's needs were being adequately met at the present time.

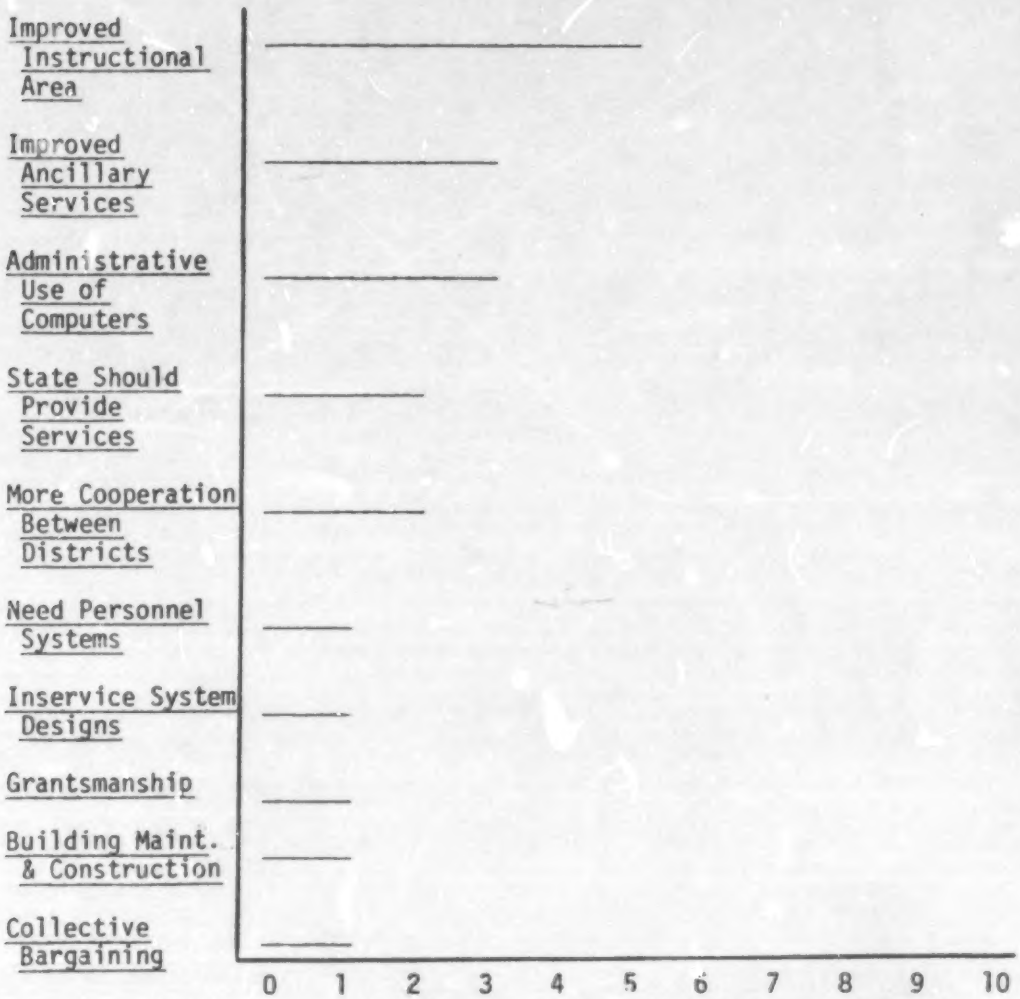
Three were interested in administrative use of the computer but none mentioned computer instruction as such being used by the students. Three wanted more ancillary services or improvement of their services. Two mentioned better cooperation was needed between the districts. Two thought the state should do more such as in Colorado with a B.O.C.E.S. approach, or having a regional service center approach, which is still at the discussion stages in Santa Fe.

All the remaining suggestions were only mentioned once: personnel systems, inservice system design, the writing of grants, building maintenance and construction, technical services and collective bargaining.

If New Mexico could go to regional services many of their suggestions would be provided for at the state's expense by specialists in various curriculum areas. At this time, the small district superintendent has to be a jack-of-all-trades in many educational areas.

Graph 7

What are Some Other Great Need Areas That Can be Fulfilled by the Shared Services Approach?



There were some twenty suggestions that covered a wide area of concern of the superintendents in small districts. Some wanted cooperative programs in fine arts, vocational area, foreign languages, etc., using the shared services approach or the B.O.C.E.S. approach or even a regional service center approach. The wide expanse of things that superintendents feel they need for program improvement shows the needs are there. Two administrators felt that the state should fund what is needed and set up structures to provide the resources.

8.

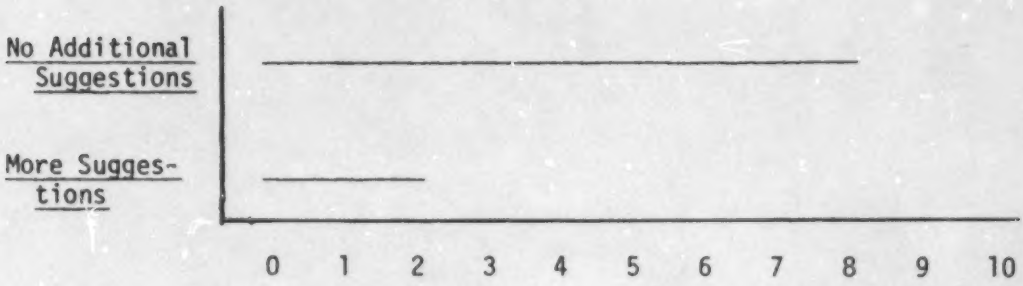
If there are other questions or areas that need to be surveyed, list them below.

Only two superintendents made additional suggestions: one referred the writer to what was going on in Colorado in their B.O.C.E.S. program. The other superintendent suggested: better fiscal agent arrangements need to be made that some services could be delivered through television hookups, that the role of State Department Education be expanded to require service centers which would give the small districts what they are getting through shared services and more, and this would take the fiscal burdens off the small district to provide specialized services to only a few students. However, since the suggestions are dependent on the whim and the wishes of the state legislature, and also on the general health of the economy, it will probably be awhile before general regional service centers appear, even though such services have been talked about by the State Department officials and others in education for years.

The other superintendents in some cases had suggestions which appeared in other places on the questionnaires or were made during their personal interviews. Comments about the needs for change or modification of the present shared services system by superintendents indicated that most of them were well satisfied with the coverage and the quality of their present services.

Graph 8

Other Questions or Areas That Need to be Surveyed



The two administrators that had suggestions mentioned B.O.C.E.S. of Colorado, improved fiscal agent arrangements, use of television hookups, and that the State Department role should be through regional services centers.

They felt that the fiscal burden needs to be taken off the small districts in providing needed services to the small districts which must provide specialized services to a handful of handicapped or exceptional students.

Most seemed satisfied with the coverage and quality of their present shared services arrangement.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The results of this study and of research on the problems and prospects that confront small schools indicate that there are alternatives to poor and limited instructional programs, isolated school and community situations, and even under financed programs of instruction. Some of the alternatives seem to revolve around continued programs for teacher improvement such as in-service programs and teacher centers, the use of the regional service center approach based on something like the Texas approach to maximize service to meet the student needs. Continued experimentation with different instructional approaches such as video tapes, computer assisted instruction, instructional programs over telephone lines, use of television instruction, and other approaches in the classrooms. Also, more development of the community school concept, and in some rare cases, consolidation of the financial, legal, and educational structure of small districts into larger districts.

It would seem feasible for small school districts to be able to provide their students with a comprehensive educational program by using a regional approach and sharing services and talents on a regional basis. Educational leaders should have access to educational methods and practices that will meet the needs of the students and communities in which they live.

Conclusions

The study overall shows that shared services cooperatives work and that this approach is a viable one both at the present time and into the forseeable future.

The approaches and the techniques are available to improve the instructional areas. All that is needed is more money, time, motivated personnel, and imaginative leadership to implement improved programs. Approaches that can minimize cost are: programmed instruction, educational television, alternative year offerings, and individualized instruction. These instructional approaches also can be effective when done on a regional basis.

Teacher centers need to be created in the various regions of the state to have continuing programs for teacher improvement.

Teachers need to be in a position to express their needs for help without feeling that they would be treated in a punitive fashion by some hierachical authority. So the teacher centers need to be an open arrangement for the teacher's benefit, and ultimately the students, since teachers would and should become motivated to do a better job, trying new methods and techniques, etc..

The community school concept can be helpful if influential people who are for education are involved and if they can be kept involved in the community school approach. Other agencies in the community could make use of the school facilities and this would make for lower costs and more efficient organizations.

Communities do not need to remain isolated and insular and deprive their students of many educational opportunities. Small schools can work with dedicated leadership and more money to pay for needed programs and services, better organizational designs, and long term commitments by educators at both the state and local level to bring into being a rural renaissance in education.

Recommendations

Since the need for shared services exist in small school districts throughout New Mexico the writer would recommend that the State Department of Education be mandated by the legislature to come up with an organizational approach and with requests for funds to implement the plan to meet the need for services. Several models are available that could provide the structure and services that would meet the needs of New Mexico's students.

The writer would recommend a state wide regional service center approach based on the Texas model. This would involve six to eight centers and probably would exempt the Albuquerque Schoools since they are the twenty-eighth largest school district in the United States.

Also, the state should fully fund or pay for all the services needed by the small districts, those under 700 students. A North Central Report in 1974 found that the weakness in school programs is most pronounced in school districts with the enrollment under 200 and disappear as a district approaches the 700 student level.

Students in small districts need equality in their educational programs as compared to the students in Albuquerque or Las Cruces. Equality should not depend on where you live.

Districts can be urged to consolidate where feasible, but that should not be the prime consideration since too often consolidating small districts will in most cases only produce a small consolidated school district and will not solve the concomitant needs for better instructional scope and sequence and the need for specialized services.

Because of the distance, size, and location of so many small districts and the continuing need to strengthen instructional programs, the writer feels that New Mexico needs to go ahead with its long thwarted plans for six to eight regional service centers based on the Texas model.

Also considering the extra cost of educating students in small districts the state should pay all costs for providing basic services to the districts under 600 students and then could work out pro-rated payments and fees for larger districts depending on their size and district wealth.

The State Department of Education's emphasis would be as a helping consultant through the regional service centers, while the State pays for full funding of needed services and programs in the small districts. The state in effect would assume the obligation

and expense for providing adequate instruction and the necessary services that complete the student's total program. This would be done as a matter of equality so that a student in small, poor, isolated districts would have the right to as good or equal educational program as students who live in Albuquerque or in Las Cruces.

Consolidation will not work, though some restructuring might help by using building principals instead of superintendents in small districts. Even when two or three of the small districts could be consolidated you would get a small but not a very viable district with the same problems that existed previously. The State of New Mexico needs to go to fully paid services for small districts through the regional service center approach.

APPENDIX A

SURVEY OF SHARED SERVICES

APPENDIX A

Interviews

Chronological Order

Gomez, Albert. Special Education Division, State Department of Education, Santa Fe, New Mexico. June 18, 1980.

Chastain, Tom. Special Education Division, State Department of Education, Santa Fe, New Mexico. June 16, 1980 - July 30, 1980.

May, Mike. Secondary Education Division, State Department of Education, Santa Fe, New Mexico. July 30, 1980.

Luft, Max. Director of Southwest Research Associates, Albuquerque, New Mexico. Interviews in January and February, 1981.

Newton, Stanley. Superintendent of Estancia Municipal Schools, Estancia Valley, New Mexico. March 24, 1981.

Brown, Neva, Superintendent of Corona Municipal Schools, Corona, New Mexico. March 24, 1981.

Brown, James. Superintendent of Mountainaire Public Schools, Mountainaire, New Mexico. March 24, 1981.

Maestas, Lidora. Superintendent of Jemez Springs Municipal Schools, Jemez Springs, New Mexico. March 25, 1981.

Overby, Howard. Superintendent of Grants Municipal Schools, Grants, New Mexico. March 25, 1981.

Kitchens, George. Superintendent of San Jon Municipal Schools, San Jon, New Mexico. March 26, 1981.

McKay, Franklin, Superintendent of Logan Municipal Schools, Logan, New Mexico. March 26, 1981.

Smith, Jerry. Superintendent of Grady Municipal Schools, Grady, New Mexico. March 26, 1981.

Knudson, Russell. Superintendent of Raton Public Schools, Raton, New Mexico. March 27, 1981.

Steinepreis, James. Superintendent of Maxwell Municipal Schools, Maxwell, New Mexico. March 27, 1981.

Sanchez, Mary B. Superintendent of Belen Consolidated Schools, Belen, New Mexico. April 16, 1981.

Adams, William G. Assistant Superintendent of Bloomfield Municipal Schools, Bloomfield, New Mexico. July 10, 1981.

Interviews (continued)

Pompeo, Fred. Superintendent of Springer Municipal Schools, Springer, New Mexico. July 11, 1981.

Stratton, Lewis. Superintendent of Roy Municipal Schools, Roy, New Mexico. July 11, 1981.

Miller, James. Superintendent of Carrizozo Municipal Schools, Carrizozo, New Mexico. August 6, 1981.

Bourgeault, Stanley E.. Education Services Specialist, State Department of Education, Santa Fe, New Mexico. March 19, 1982.

Questionnaires
Chronological Order

Corona Municipal Schools. Neva Brown, Superintendent, Corona, New Mexico. March 24, 1981.

Estancia Municipal Schools. Stanley Newton, Superintendent, Estancia, New Mexico. March 24, 1981.

San Jon Municipal Schools. George Kitchens, Superintendent, San Jon, New Mexico. March 26, 1981.

Maxwell Municipal Schools. James Steinepreis, Superintendent, Maxwell, New Mexico. March 27, 1981.

Raton Public Schools. Russell Knudson, Superintendent, Raton, New Mexico. March 27, 1981.

Belen Consolidated Schools. Mary B. Sanchez, Superintendent, Belen, New Mexico. April 16, 1981.

Bloomfield Municipal Schools. William G. Adams, Assistant Superintendent, Bloomfield, New Mexico. July 10, 1981.

Roy Municipal Schools. Lewis Stratton, Superintendent, Roy, New Mexico. July 11, 1981.

Springer Municipal Schools. Fred Pompeo, Superintendent, Springer, New Mexico. July 11, 1981.

Carrizozo Municipal Schools. James Miller, Jr., Superintendent, Carrizozo, New Mexico. August 6, 1981.

Survey of Shared Services

1. What are the (a) advantages and (b) the disadvantages of working with other districts through a shared services program?

2. Why have districts not formed this type of shared services program previously?

3. Do you anticipate a turnover of administrators at the district level that would have a detrimental effect on the shared services program? What will happen to the district commitment if there is a turnover in the future?

4. What type of services do you share both within and without the shared services program?

5. How has the perception by others of the superintendent style - "open or closed" affected the operation of the shared services program?

6. How would the structure of the shared services program differ if you were able to restructure it?

7. What are some other great need areas that can be fulfilled by the shared services approach?

8. If there are other questions or areas that need to be surveyed, list them below.

A copy of the survey will be made available to all representatives of districts who are interviewed.

1. What are the (a) advantages and (b) the disadvantages of working through a cooperative?

2. Why have districts not formed this type of cooperative previously?

3. Do you anticipate a turnover of adminstrators at the district level that would have a detrimental effect on the cooperative? What will happen to the district commitment if there is such a turnover in the future?

4. What type of services do you share both within and without the cooperative?

5. How has the perception by others of the superintendent's style - "open or closed" affected the operation of the cooperative?

6. How would the structure of the cooperative organization differ if you were able to restructure it?

7. What are some other great need areas that can be fulfilled by the cooperative approach?

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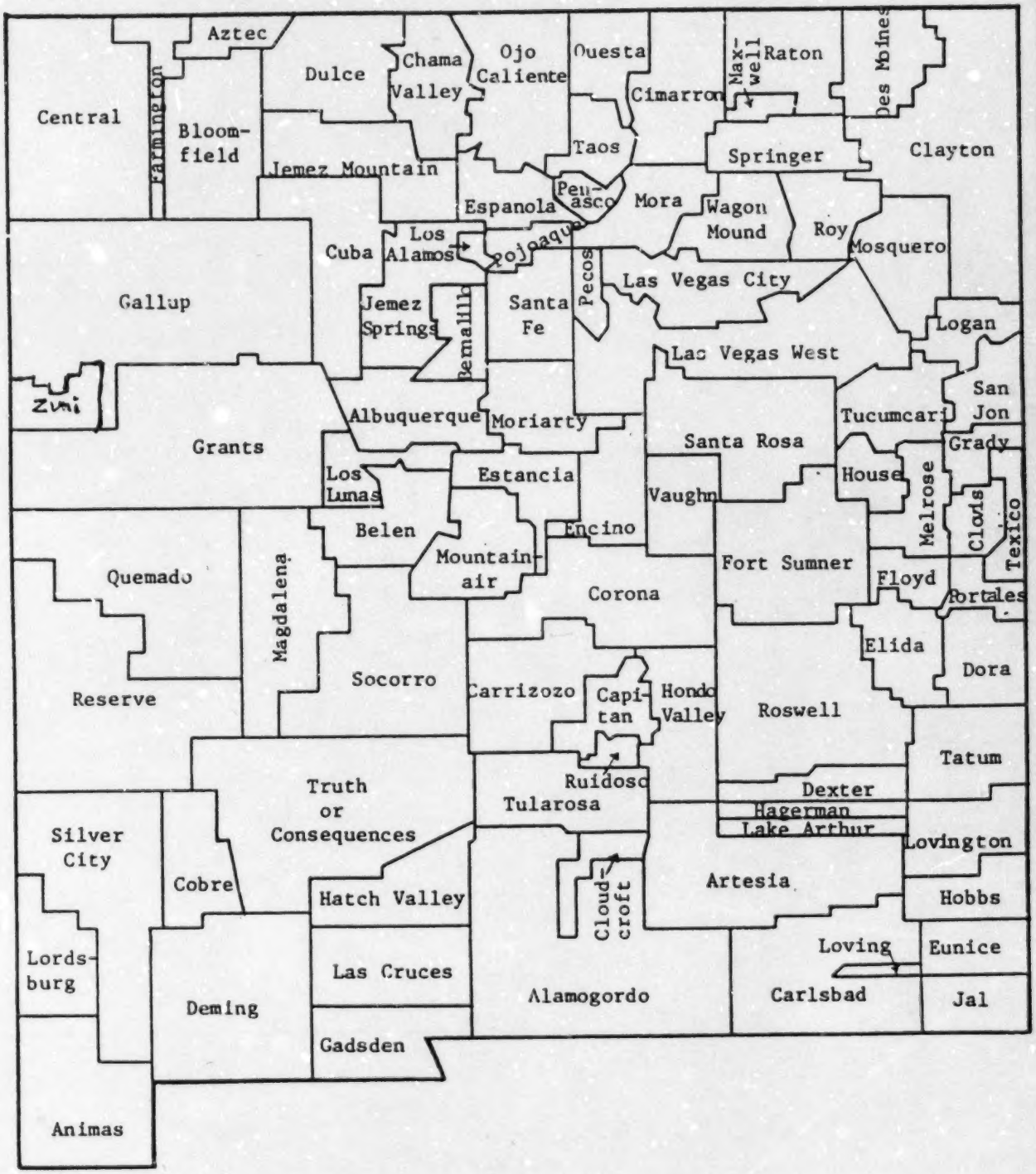
A copy of the survey will be made available to all representatives who are interviewed or in the cooperative.


Aztec
Dulce
Chama Valley
Ojo Caliente
Ouesta
Cimarron
Max-well
Raton
Des Moines
Central
Farmington
Bloom-field
Jemez Mountain
Taos
Springer
Clayton
Pen-asco
Espanola
Mora
Wagon Mound
Roy
Mosquero
Cuba
Los Alamos
Pojoaque
Pecos
Las Vegas City
Gallup
Jemez Springs
Bernalillo
Santa Fe
Logan
Las Vegas West
San Jon
Zuni
Albuquerque
Moriarty
Tucumcari
Grady
Grants
Santa Rosa
Los Lunas
Estancia
House
Vaughn
Melrose
Clovis
Texico
Belen
Encino
Quemado
Magdalena
Mountain-air
Fort Sumner
Floyd
Portales
Corona
Elida
Dora
Reserve
Socorro
Carrizozo
Capi-tan
Hondo Valley
Roswell
Tatum
Ruidoso
Truth or Consequences
Tularosa
Dexter
Hagerman
Lake Arthur
Silver City
Cobre
Hatch Valley
Cloud-croft
Artesia
Lovington
Hobbs
Lords-burg
Las Cruces
Loving
Eunice
Deming
Alamogordo
Carlsbad
Jal
Gadsden
Animas

APPENDIX B

LIST OF POSSIBLE SHARED SERVICES

LIST OF POSSIBLE SHARED SERVICES

I. Course areas where shared services could be utilized as suggested by superintendents:

- Foreign Languages
- Home Economics
- Fine Arts
  - Art
  - Music
- Vocational Areas
- Basic Instructional Areas
- Alternative School Programs

II. Other areas where shared services could be utilized as listed by superintendents:

- Ancillary Services
  - Diagnosticians
  - Occupational Therapy
  - Physical Therapy
  - Audiology
  - Nursing
- Purchasing of Supplies, Books
- Building Maintenance, Construction and Technical Services
- Collective Bargaining
- Grant Proposals
- Guidance Information Services
- Media and Learning Materials
- Insurance and Other Expertise Help
- Equipment

II. (continued)

Computers, Data Processing

Testing and Evaluation

Technical Assistance

Administrative Support by State Department Specialist in Curriculum, Testing, etc.

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